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ABSTRACT

Presented are the proceedings of a special study institute whose primary purpose was to acquaint leaders in special education with the prevocational and vocational training of trainable mentally retarded (TMR) adolescents and young adults in sheltered workshops. Institute workshops are said to have considered the following topics: prevocational training in behavior, safety, work habits, and independence; the role of the New York Office of Vocational Rehabilitation in relation to the general population, schools, and workshops; the role of the voluntary agency; realistic training for TMR youths in sheltered workshops; the chronology of events which led to workshops; and advantages of the sheltered workshop in a local school facility. It is concluded that a variety of approaches and programs are equally successful in the vocational placement of the TMR individual, and that higher governmental priority for vocational programs for the retarded is to be encouraged. (DB)

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NEW YORK STATE EDUCATION DEPARTMENT

Division for Handicapped Children

Bureau for Mentally Handicapped Children

in cooperation with

THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Third Supervisory District of Suffolk County

present

A SPECIAL STUDY INSTITUTE

November 15, 16, 17, 1972

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A SPECIAL STUDY INSTITUTE

P R O C E E D I N G S

"Prevocational and Vocational Training of Trainable Mentally Retarded Youth in Sheltered Workshops Established by Local Educational Agencies"

Edited by: Fred O. Gehm
Divisional Director -
Special Education
BOCES III

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PROGRAM SCHEDULE

Wednesday, November 15, 1972

5:00 PM	Registration and Social Hour
6:30 PM	Dinner
7:30 PM	Session I
	Introduction - Fred O. Gehm
	Welcome from BOCES - Gordon A. Wheaton, District Superintendent
	Greetings from The Bureau for Mentally Handicapped - Dr. Ronald D. Ross, Chief Mr. Bernard Shawn, Associate
	Keynote Speaker - Helen Kaplan, Executive Director, AHRC

Thursday, November 16, 1972

9:00 AM to 10:30 AM	Session II - Workshop "Head Start for Vocational Development"
	Session III - Workshop "Role of OVR in Relation to General Population, Schools and Workshops"
10:30 AM	Coffee Break
11:00 AM to 12:30 PM	Session III - Workshop
	Session II - Workshop
12:30 PM	Lunch
1:30 PM to 3:00 PM	Session IV - Workshop "The Role of the Voluntary Agency"
	Session V - Workshop "Realistic Training for TMR Youths in Sheltered Workshops"
3:00 PM	Coffee Break

PROGRAM SCHEDULE

3:15 PM to 4:30 PM	Session V - Workshop
	Session IV - Workshop

Friday, November 17, 1972

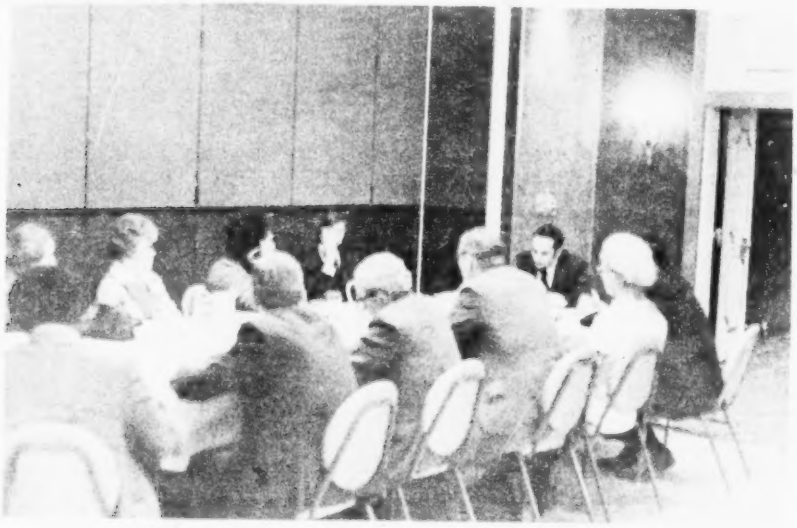
9:00 AM to 10:30 AM	Session VI - Workshop "Chronology of Events Leading Up to Workshops" Slide Presentation
	Session VII - Workshop "Advantages of the Sheltered Workshop in a Local School Facility"
10:30 AM	Coffee Break
11:00 AM to 12:30 PM	Session VII - Workshop
	Session VI - Workshop
12:30 PM to 2:00 PM	Lunch
	Conference Summary

ABSTRACT

This is a report of the proceedings of the Special Study Institute held in Suffolk County, New York, November 15, 16 and 17, 1972 sponsored by the Bureau for Mentally Handicapped Children of the State Education Department and the Board of Cooperative Educational Services, Third Supervisory District, Suffolk County, New York.

The Institute's primary purpose was to acquaint supervisors, directors of special education and certain other selected individuals with the prevocational and vocational training of trainable mentally retarded youth in sheltered workshops established by local educational agencies.

The program featured lectures and small group workshops led by individuals expert in the field of sheltered workshops.



SESSION I

Introduction

Mr. Fred O. Gehm, Divisional Director of Special Education in BOCES III, made the following remarks:

"Good Evening ladies and gentlemen. It is with a great deal of pleasure that I welcome you to the Special Study Institute entitled, 'Prevocational and Vocational Training of Trainable Mentally Retarded Youth in Sheltered Workshops Established by Local Educational Agencies.'

It's my distinct privilege to be your master of ceremonies this evening. I know that it's customary to introduce the speaker. In this instance, I would like to turn the tables around and first introduce the group to the speaker. He's my boss, and you all know how I feel about him. I'd like to tell Dr. Wheaton about the group he is going to speak to tonight. We have with us this evening the most wonderful people in the world! They're creative. They're resourceful. They're absolutely fantastic. They are successful in spite of a myriad of frustrations and seeming insurmountable problems, and stumbling blocks. They start work before most of their colleagues and usually finish after their colleagues have finished. And here they sit this evening still slaving away. I'd say they work harder

than anyone in the educational operation with the possible exception of the district superintendent.

Now, if you don't know Dr. Gordon A. Wheaton, I would mention the following. He is a dynamic leader, a real straight shooter, a fine gentleman and one of the few administrators who is aware. He is a source of constant encouragement and knowledge, a sensitive human being and just a great guy. He is a member of the Governor's Committee presently studying State Schools for the Retarded. He was this year's recipient of the 'Man of the Year Award' from the New York State Association for Brain Injured Children. He is in Albany more than most legislators; forced to attend more evening meetings than even a special education director and constantly is called upon to speak at functions such as this....Dr. Gordon A. Wheaton."

Gordon A. Wheaton, District Superintendent of the Board of Cooperative Educational Services, Third Supervisory District of Suffolk County, addressed the Institute as follows:

"I can't understand how it is that every group to whom I have had the pleasure of being introduced to as the hardest working group in the educational community. But, certainly, I do feel like the minister who is always preaching to the faithful congregation. And I do know that the group to whom I am speaking to tonight have done so very much.

As you know, I have just returned from Albany where we spent two and a half days discussing Chapter IX of the Fleischmann Commission Report which I certainly hope you have read. I can assure you that all BOCES III people will be obligated to read it and we will be establishing workshop sessions in our BOCES to further explain its full projected impact. Therefore, I think it is important that you know what is in Chapter IX. District Superintendents of the State and the Associate Commissioner's Council addressed themselves to the recommendations.

I am sort of ambivalent about a meeting like this when I'm still really new in the field of special education. Although I am delighted to have been one of the first superintendents years ago

to establish the first class for the educable retarded, and you can imagine how far back that goes, I think of how far we have come in just say the last ten years, for that matter the last five years or in reflecting upon my own BOCES, the last three years. Then when I read the Fleischmann Report and what is anticipated and the kind of priorities that are placed on the education of the handicapped and the equalization of opportunity, I have this feeling of being suspended part way. Because I am so very proud of what you folks have done and how much you have produced and I am speaking now of the State Education Department and its divisions; I am speaking of the local districts; and I am also speaking of our BOCES and the BOCES of the State for what they have accomplished.

Yet, if you have not read Chapter IX and you do read Chapter IX, we have just begun to scratch the surface. My plea to you would be that as you address yourselves tonight and the next two days to the prevocational and vocational education of our mentally retarded and more specifically to the establishment of sheltered workshops that you realize that this is just another piece of the total component of what it is we need to be doing and what it is we are going to be doing for the handicapped.

If you read Chapter IX and understand its implications then

you will realize that we have a very, very long uphill fight to establish the kind of priorities in the minds of not just the public but of our own community of educational people, the priority of the education of handicapped children. Then you will realize that we have no time really to pat ourselves but rather address ourselves to many un-met educational needs of the retarded.

If I can give you one thought that impresses me the most with the Fleischmann Report, I would ask you to remember it is based upon the equalization of educational opportunity for every child. You know that we have been saying this for so very long and yet we don't begin to meet that goal.

So, I would say to you as District Superintendent and I know I speak for my two colleagues in Suffolk County, we will be very much interested not only with the results of what happens here at this Institute but also in your commentary on your view of Chapter IX of the Fleischmann Report. Because we are going to have that opportunity and indeed, have just spent two days in addressing ourselves to the implications of Chapter IX and XI on governments as well as special needs upon instruction of the Commissioner to have an input into the Regent's position on these chapters. So I can tell you that from whatever Supervisory District you may come, I hope you will

make your views known to the Department. Everyone is not going to be impressed, believe me, with the kind of priorities that the Commission has placed on the education of handicapped children. That is going to be our job. We still have that kind of obligation to the young people we endeavor to serve.

Tonight, I welcome all of you here and say that I am delighted that our BOCES III can be co-sponsor of this Special Institute with the State Education Department and I wish you all the good fortune and diligent work ahead on your deliberations on this particular conference but more specifically in the long range implications which I think that the Fleischmann Commission Report and Chapter IX hold for all of us in special education."

Mr. Gehm introduced the next speaker as follows:

"It is with a great deal of pleasure that I introduce the next speaker. Over the years, he has become Mr. Special Education to me and my colleagues here on Long Island. I just can't begin to tell you how close and how fine I feel about this gentleman. He has been a source of encouragement. He is someone who was out on the firing line when many of us were still in college gathering knowledge. He is someone I have had the unique pleasure of being able to turn to in some real pressing situations and always got a straight answer, and a right answer. He is someone who has stood up and been the maverick in special education. He is someone who is knowledgeable, articulate, and a relentless force in bringing about equal opportunities for our youngsters. He has created a fine image of the State Education Department.

The man I am talking about is our own Bernie Shawn."

Bernard Shawn, Associate in the Bureau for Mentally Handicapped Children, the State Education Department, addressed the Institute as follows:

"Good Evening everyone. It is my pleasure to be here. I would like to quote from Maimonides, the Great Jewish philosopher and physician of the twelfth century, and I think this quote serves to emphasize why we are here in the first place. He had this to say of giving, 'There are eight degrees or steps in the duty of charity. The first and lowest degree is to give but with reluctance or regret. This is a gift of the hand but not of the heart.' But I want to talk to you about the last step which best describes the purpose of this Institute. Of this Maimonides said, 'The eighth most meritorius is to anticipate charity by preventing poverty, namely to assist the reduced fellowman by teaching him a trade or by putting him in the way of business so that he may earn an honest livelihood and not be forced to the dreadful alternative of holding out his hand for charity. This is the highest step and the summit of charity's golden ladder.'

When a continuum of educational services includes sheltered workshops to prepare retarded individuals for work, they will not

'be forced to the dreadful alternative of holding out their hands for charity,' then 'the summit of charity's golden ladder' may be attained.

I will close at this point knowing that when you leave you will be even more determined to offer to the mentally retarded the opportunity to develop those skills which make for success in the world of work."

Mr. Gehm introduced the next speaker as follows:

"I think the best way to introduce our next speaker is to tell you things I've heard about her over the years. That is, the way colleagues in special education have described her. She's a direct line to the Governor. She's a tireless fighter. She's a clever tactician. She is also a maverick. She's an unusually warm individual. She's a beautiful gal. She is astute in all areas of the handicapped. She knows the feelings of parents, and the problems confronting educators. She has edited numerous pieces of legislation benefiting the retarded. She is the Executive Director of Nassau AHRC. She's Mrs. Special Education. She's a friend in court.

I give you Helen Kaplan."

Helen Kaplan, Executive Director, Association for the Help of Retarded Children, spoke as follows:

"Thank you, Fred. I'm going to take a liberty because Bernie brought up Maimonides. Knowing what a giant Maimonides was, I have always summarized his comment on charity as it is relevant to us in a single sentence and I never thought Maimonides would mind. In my judgment what he really said, as it applies to us, is that the greatest charity is to make it possible for a man not to need it. And I think that was really what he was saying.

Anyway, I'm sure that all of you have had the experience I have had of listening to a panel of experts from every profession offer some discourse on retardation and programs for the retarded. And when it was over and we mentally reviewed what we had heard, and I know I have often come to this conclusion and I think you have too, that when they are all done arguing with each other; each expressing his own judgment that what is right in their mind or what is wrong in their mind; what profession is best qualified to discuss these matters; always depends on who has the floor. And right now, I have the floor. So I will begin with an admission that if you disagree, you are well within your rights.

The reason that I express that type of philosophy, despite my thirty years in this field, is that I firmly believe that the whole body of knowledge in our field is so thin, so limited, that no one has the right to claim expertise. No one has the right to believe that he knows it all. I apply that philosophy even to those bright, new shiny Ph.D's that I am meeting in academia who know all about the textbook child but very little about the child you meet everyday in the classroom. There is a big difference between the textbook and the youngster in the classroom.

My subject is the trainable child so let me begin with a definition. Years ago it was a very simple matter to say who the trainable child was. The State Education Department very conveniently hung a hook. They took 100 norm split it in half and made an equator of it and as you know, everybody above 50 was educable and everybody below it wasn't. And since they excluded all of them anyway , it wasn't any problem.

But as the law was changed and the classes and program began to develop, a phrase was added to the language because you literally added it. You came along and you began to talk about the gray zone child. The child who had the number that was educable but his performance did not equal his number and he generally was somewhere

between 50 and 60. Then the whole category was started up by the book that Strauss wrote, "The Brain Injured Child" and now we have a learning disabilities child and I am not particularly pointing a finger at BOCES III because they make the distinction between who is retarded and who is actually within the category but we are not so lucky in other parts of this State.

Now, for me, I don't care what the IQ is and I don't care if you use the term brain injured because it's nothing more than an educational term anyway. It describes a syndrome, a collection of behavior patterns and any neurologist will tell you that he cannot localize the injury and all we have is the measurement of it to determine the extent of it. So we are back to function no matter what direction we go in. So, for me, in spite of all the pseudo-scientific nonsense that we are handed to muddy the waters for whoever's satisfaction I don't know, there are only two kinds of children, the independent and the dependent. And I don't care if you call them integrated or segregated, but that's who we are talking about. And when we talk about the trainables, we are talking about the child who is dependent. There are degrees of dependencies. There is no semi-independence.

The dependent child....he's the youngster who we know will need sheltered employment. Now the sheltered employment may be in a sheltered workshop setting. It may be in his father's plant, his cousin's plant, a next door neighbor's plant. It is still sheltered employment. It may be in the private sector with an employer who is perfectly willing to have him because he can write off a production loss because he is kind in heart and willing as a PR job, for himself of course, to say that he has x numbers of retarded youngsters working for him. That is not to say that there are not retarded who carry their own weight. Of course they do, but the dependent child is in a sheltered environment no matter what and he will live also in a sheltered living facility, whether it's a hostel, his family's home, or an institution. It is sheltered living.

Now, we come to the manner in which we reach the goals once we have settled on the fact that it is going to take a miracle and we cannot depend on miracles to see this youngster go beyond that goal. All of you educators are in the habit of saying and I think rightfully so, that the ultimate goal begins at preschool and I think it does too. In the early years of developing your curriculum, you have few problems because your curriculum is directed towards things you call self-help skills, socialization, adaptive behavior, behavior modification. But if you put that all in one bag and you shake it

well, what do you really come out with? You want to teach that child to live with himself and to live with other people, whether the environment is at home, in a hostel, in the community or where he works. This is really what you are talking about in those early years. We all say at the end of the line that people don't lose jobs or they can't make it because they lack the skills, the problem is that he cannot adapt to working or being with people. So that is your early curriculum.

I think the problem arises later and there I hold the universities culpable. For so many years in teacher training all of the emphasis has been on elementary education, watered down, pumped up but that's it. Never have we acknowledged that this child changes. What will interest a youngster at age nine or ten is not going to interest him, if he has made any social strides at all, by the time he is thirteen, fourteen, fifteen or sixteen. But somehow along the way we have not divided teacher education, at least not where I have been, into a secondary role and a secondary curriculum. And it's one of the big problems I think we have and that you struggle with all the time.

Parents are aware of it and here I want to speak of the parent and put them into the whole global idea. Many parents have said to me more times than I want to remember that they don't know what

their child does in school. He's fourteen years old and he's coming home with the same thing he came home with when he was ten. The parent isn't lying! Now, because I am oriented to defend the educator, I ask her if he is doing it better now. The parent of course says, 'yes' and this offers me the opportunity to establish that the child has learned to do it better. However, my answer is only a half truth because this youngster should have a curriculum which provides different learning devices at that stage of his development. What we need is a secondary curriculum. By this time, we know the direction this youngster will take vocationally and should be in the process of developing programs that are realistic as well as relevant to his future.

The root of this failure is in the universities and in teacher training. The courses in special education at the university level has always been geared to elementary education without any regard for the fact that the adolescent, the teen-ager, needs a secondary program in much the same way we find in the common branch. We require that the elementary school be geared to the high school and at the high school level, we try to direct the youngster into programs which are preparatory to the career that he is looking to after he leaves high school. This principle should be applied to the retarded.

I am aware that I am scattering buckshot in a lot of directions because of the broad scope of the problem and I know that all of you and every teacher does the best job that can be done but I think if we are going to fully serve the retarded, it cannot stop at the school. His training cannot be limited to the knowledge of the teachers but rather must include the experience of the voluntary agencies who are working with the retarded after they leave school.

The educators and the vocational people in the voluntary sector must pool their knowledge before the children leave school in order to make these people as competent as they <u>can</u> be."

SESSION II

Head Start for Vocational Development

Dominick Morreale, Principal Life Work Development Center

Closed Circuit TV Presentation

"During the last two years we, at BOCES III, have gone through a surge within the areas of vocational development. On a day to day basis, we place out to work anywhere from thirty to fifty children. Types of employment vary however, they focus primarily on industrial positions. This did not come about by accident. To accomplish this task of job placement, we went through an intensive training of our student body. One of the things that we discovered happening was that after approximately a year of training, we put students out to work and they were able to do the task at hand, a sustained routine task which was fairly easy for them to adapt to. However, we then found some unwarranted behavior occurring. For example, a student would stand next to his conveyor belt doing

his job and making faces at a student opposite him. This is just symbolic of the many strange behavior a trainable child is capable of. If that sounds derogatory, I do not mean it in that sense. What I am inferring is that it is a fact of life that our children do things that are not quite the norm and this includes when they are working. They will daydream; walk away from their job; they just won't pay attention. They often walk up to the next person and kiss him. You name it and we have seen it happen.

We soon began to realize that maybe our whole concept of training this child when he is seventeen years of age is wrong. Maybe there is something else that has to be behind it. Maybe we ought to look at two phases; not just training him on the job, but training him behaviorally which is equally if not more important than the actual job technique. His whole behavior has to be adapted to what he is doing on the job. So from that point of view, we began to pick up all the unacceptable behavioral aspects that our children performed out on the job and we began to teach in school what is behaviorally necessary for children to succeed.

We soon began to realize that it is most difficult to educate when the child is seventeen years old. You can begin training him to what is expected of him when he is out at work at seventeen years of age, but you are going to fail because that child's lifetime from

five years old to when he is seventeen years old has been in a traditional trainable program whereby he has learned things and has assumed behavior that is not appropriate. As Helen Kaplan said last night, you can't go from teacher relationships to employer relationships. Something has to happen. Some sort of continuum has to be developed. Therefore, we are going to focus in on that continuum and what is necessary.

Now, let's make this a true concept of workshop technique. I have noted a number of concepts that we have observed in our programs in this area and it might be beneficial to give initial attention to them as they are at the heart of our early vocational program.

For a second, let's look at the vocational programs for the very young. Now, when I say very young, I am basically talking about children from nine to ten. We are starting vocational head start programs, behavioral programs with younger children. We dip in the five year olds because it is necessary that all be totally ingrained before poorer working habits concerning developments are established in the child. So, let's just look at some side effects. Certainly, our paramount objective beyond any doubt is that the child be prepared for life after he leaves our BOCES III program. Prepared so that when he goes out to work, he is adaptable to that situation.

However, there are side effects. Let's examine this for a second. He is handling specific techniques; he is doing specific jobs.

This slide is just a sampling of the jobs our students are involved in. The children in this picture are eight to ten years of age. As you can see, this is a room that we have converted strictly for workshop techniques, nothing else. You see children are seated and safety factors are involved. It is a rather dangerous instrument, but the truth of the matter is that most of the projects we are involved in out in industry are dangerous. There is just no question about that so we have to teach safety factors. We are moving in that direction.

Now, what can you see as an immediate side effect of this kind of thing? Well, in special education what is our big emphasis of the day? Our big thing of the day is motor perception, fine motor coordination. While talking about all this, our famous special education people are all playing these games today. Motor coordination, perceptual techniques...has anybody fooled around with the New York Times Teaching Resources? Not much different from these workshop techniques, it is fine motor. Children do not develop this instantaneously. There are stages before mastery can be achieved. Rewards, such as pay for doing the job, help gain mastery of skills. To us, receiving pay is easily understood. To our children, the concept must be taught.

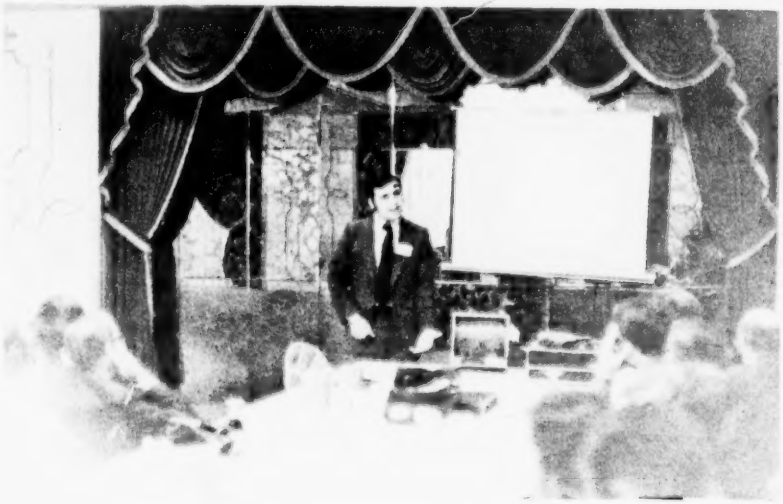
Every job is different. Each job requires a certain skill. Hopefully, there is transference from one job to the other. That is one phase we are talking about. We are talking job training, specific technique for job training one whole phase; another whole phase, behavioral aspects. We try to teach children what is expected when they go out on a job. Behavior, attitude, all those things are an important phase. Transference from one job to another, we hope occurs. In this particular job, there are pieces of fur that must be taken out and sorted. There are scraps that are not good that have to be sorted.

Our placements, out in industry, almost entirely deal with secondary operations. Our children do jobs requiring assembly, anything to do with secondary movement. For example, out in industry, we have the packaging of TWA. Through an industrial mail order company, some of our children work with equipment such as heat sealers, conveyor belts, etc.

You need a tremendous amount of supervision for projects of this nature. We have approximately 360 students in the building right now and almost all of the children are introduced in one way or another to workshop techniques. We are not just doing this thing to find out how nice it is for the children to be doing workshop techniques. There is a learning curve that has been noted. We

want to see what is happening. Is there a progressional system? In a few seconds, I will show you what our progressional development is.

In order to pay the children, certificates must be obtained and rules established by the Department of Labor must be followed. Paperwork is cumbersome but to protect our children it is necessary. We do not bid on a contract. We did at one time. However, times have changed so much with the Department of Labor that now when you take in an item, you have to take a time study; what the average person will be able to do within a certain time; then we have all kinds of scales which interpolates. Department of Labor has published these scales which give you interpolations as to how much you should pay the retarded child per package.



Our relationship with our local ARC is extremely unique in that we work together with ARC and we share contracts. I meet with Robert Sansone on a regular basis. In fact, they are constantly in and out of our buildings. If we get a contract we cannot handle, we get in touch with them. You cannot compete with other

agencies. You cannot work in opposition with each other or else you would wipe each other off the books. We are in such a wealth of industry where we are that we cannot take all the jobs. It is impossible. There are so many jobs that we cannot place all the students we have. We just do not have children ready for total placement. We have more jobs out there than we can place.

We have assumed the authority, or if you wish, the right to predetermine where and how our children will function when they reach maturity. The interim between being in our primary classes and graduation is quite lengthy. However, past experiences have shown us that this extensive period of time is necessary for us to properly train children so that they can make adequate adjustment to outside employment. Even in cases where outside employment is not successful, the training that is given to our students proves to be useful in that they are more able to adapt to sheltered workshops. It is from this prospective that we charged ourselves with the responsibility for early training. Our whole objective runs contrary to the traditional image of the trainable child. Our objective is to have him become a productive citizen or at least have him lean more towards the independent side of the ledger rather than the dependent side.

To attain this objective of having all children develop an air

of independence means that the total school must be geared to this direction. If we had just our workshops developing independence and the rest of the program continuing in the traditional trainable program fashion, we could guarantee failure. This type of program is only successful and profits the child when there is uniformity. This uniformity of program is only witnessed where there is a total team approach and one of the keys that we have found that works is instilling in our staff members the fact that teacher expectancy is as necessary with the trainable child as with a normal child. We do not hope our children will succeed, we expect them to succeed and thus far we have been successful.

This goal of having our children gain independence is so much a part of our program that it even caused a change in the title f our program. Our title is the Life Work Development Center and if we consider that our objective reflects a desire to have each child attain his vocational position in life, then we can see that the title is truly reflective of what is being done in practice.

A barometer as to how successful we are in the attainment of this objective can be witnessed in the changing of attitudes of our student population. As always, during the holiday season there are a number of dances and social functions. Our student population that is involved with outside work were invited to the

last dance and they promptly indicated that they did not wish to attend. They further indicated that coming to the dance meant returning to the school and that was for children and not adults like themselves who are out working!"

SESSION III

Role of OVR in Relation to General Population, Schools & Workshops

Jerry Donowitz, Supervisor Office of Vocational Rehabilitation

"Thank you for this opportunity to discuss the services offered by the State Education Department Office of Vocational Rehabilitation and for this opportunity to comment on in-school sheltered workshops.

Vocational rehabilitation has been a joint effort between the federal and state governments since 1920. There was refinement in the Federal Rehabilitation Act throughout the years and in 1935 vocational rehabilitation was enacted on a permanent basis. In 1954, major changes took place in the Rehabilitation Act via Public Law 565 which greatly expanded the types of training and services which we could offer and the funding and encouragement of the development of rehabilitation facilities. This Act encompassed support grants for the establishment of rehabilitation facilities, special project grants for developing new programs and doing research in disability, expansion and construction grants for facilities, and inducements for training of professional workers to work in the field of rehabilitation. It also expanded the amount of money available for case service processing. The Rehabilitation Act is presently being

rewritten and indications are that it will include programs for the disabled welfare recipient and for the severely and catastrophically disabled. Although I will emphasize in my remarks those services available to the retarded in-school population, I want to emphasize that our services encompass all disability groups with no maximum age for service.

For many years our agency has cooperated with and provided joint service for the mentally retarded with BOCES and with local school districts on behalf of their students in special classes for the mentally retarded. These services include diagnostic medical, psychological and psychiatric work-ups, development of part-time services in cooperation with the local school districts or BOCES, and the provision of full time services after the student completes his formal education. We feel that it is important for a student in a special class environment, who will not be eligible for nor benefit from a program leading towards a regular high school diploma, to have an opportunity to explore and try out a variety of vocational areas. The most important function the school district can provide would be to prepare this student for life after high school and to give him the basic requisites so that he will be able to secure employment at his optimum potential level. As the student approaches

his last few years of formal education, it is essential that he have an opportunity to learn what jobs and the world of work are about.

Our agency has and continues to provide, in cooperation with the school districts, part-time services which include vocational evaluation, personal adjustment training, and on-the-job training. This is usually and ideally provided during the last year and a half of formal education. The school district, during this year and a half, continues to provide basic education and remediation on a half day basis and then provides transportation to the rehabilitation center or on-the-job training which is sponsored, meaning paid for, by our agency. The most desirable program for each student is decided upon in consultation with the student, his parents, the school, and a counselor from our agency. It is important at the time of referral that we have sufficient data to make our first interview meaningful and to assist us in ultimate plans for your student. The types of information that we would find useful are how the student progressed in school, whether he is in special class or in regular class, whether there is a secondary disability along with the retardation disability, such as brain injury, emotional disturbance, or physical disability.

I would now like to define terms. A vocational evaluation is provided at a rehabilitation facility. In Suffolk County, this means either Skills Unlimited, Inc., The Maryhaven School, or the Association for Retarded Children. The student participates in a variety of work sampling activities to determine his best area of potential and to determine his ability to stick with a task. During this evaluation, we identify a broad vocational area in which the youngster can function. If, because of immaturity, lack of vocational exposure, length of time it will take to learn tasks because of his retardation problem, he is in need of basic adjustment training into the world of work, we then authorize personal adjustment training to help develop his capacity to function as a worker. Vocational media is always used in development of these personal traits. If the student is stable, shows ability for competitive employment, and is solely in need of developing a particular job skill, then a part-time on-the-job training program is secured with a local employer.

Each student is treated as an individual and the particular program which would be of most benefit to him as an individual will be established. Although it is recognized that many trainable retardates can enter into competitive employment, it is also understood that a large number will be in need of terminal or interim sheltered employment. Those students who will need terminal or interim workshop placement are provided services at the Association for Retarded Children via diagnostic vocational evaluations and personal adjustment training. The goal of this personal adjustment training is to assist the client in adjusting to a workshop environment. If he begins to work on actual subcontract jobs, he will receive an hourly rate based upon his actual piece work productivity.

All of our services are also available to any adult retardate who is out of school on a full time basis. The services of our agency are free. Any resident of New York State is eligible for these services. Although I have limited my remarks exclusively to the retarded population up to this point, I would like to point out that rehabilitation is available to all adults on a full time basis who have either a physical or emotional disability which necessitates special counseling and training to prepare for employ-

ment and to compete with the non-disabled. You will note that I said full time service for other disability groups exclusively. The only group that we have established a cooperative work study program with the local school districts and BOCES is with the retarded population. Students with other disabilities normally go through conventional education and we normally begin working with them during the senior year of high school to develop post high school plans.

I am a little concerned with the concept of sheltered workshops. I think that perhaps a more meaningful title would be the establishment of prevocational and vocational evaluation and exposure with the sheltered workshop being one aspect of the total service. Before placing any individual on a workshop assembly task, it is essential that this individual have an opportunity to explore a variety of vocational areas to determine in which of these areas he has the greatest potential and interest. Counseling should then take place with the student at his level of understanding and with the parents at their level of understanding to tentatively establish vocational goals for the future and present program in school. As far as practical, the activities in the workshop or training center

should be as closely related to this area of interest and potential as possible. Those students who appear to need terminal or long term placement in a sheltered environment after completion of school should be referred to our agency during their last year to year and a half. We can, at that time, institute part-time services at community based rehabilitation facilities and use the last year to year and a half as a bridge between the school environment and the ultimate environment in which the student will be working. I might also add that those students who do show potential for competitive employment can be served during their last year of school in terms of part-time on-the-job training with local employers. When looking for local employers, we must take into consideration whether the person actually has a job opening for which he can use this individual. As we all know, the trainable retarded must become comfortable and accustomed to their surroundings, must feel accepted, and must learn particular routines. Skills learned at one place of employment may not be readily transferable to another place of employment unless the procedures followed are identical. We, therefore, ideally look for an employer who will commit a job to this individual upon completion of his high school education

if he meets his minimum standards and is worth at least the minimum legal wage at the time of completion of the program.

From my viewpoint, I see the school offering prevocational exposure and working through some of the adjustment and maturation problems of the students, and referral to our agency at the time the student is ready either for training at a rehabilitation facility or training with a local employer. I cannot emphasize too strongly the importance of the school exposing the youngster to a variety of vocational areas and assisting the student in maturing to the point where he will be ready for actual vocational training or training at a community facility.

We have found that certain areas of vocational activity provide the greatest source for future employment for the higher level trainable retardate and the educable retardate. Generally, these have been in the service occupations, such as kitchen work, porter and grounds keeping, certain very simple repetitive assembly line type of work, certain aspects of auto body repair. In general, it is the type of work which is most repetitive and which does not require abilities in the academic areas of reading and writing. Of course, with many of the educable retardates, especially those falling

at the higher levels of the retarded range, with good adjustment, we have been successful in certain clerical areas, such as key punch operation, simple copy typing, semi-skilled industrial work and the services areas. It is very difficult to generalize in this aspect as each student must be treated individually and each one will have his own potentials, interests, drive, motivation and adjustment. The goal of rehabilitation is to maximize the individual's adjustment at his highest potential level.

I would like to give you a few examples of clients who were referred because of retardation disabilities and the services provided and ultimate results of these services. JS was referred to us by BOCES II at the age of sixteen. Psychological testing indicated a Full Scale IQ of 62. He was provided with a semester of part-time vocational evaluation, a semester of part-time personal adjustment training, and an on-the-job training program as a general factory worker with a local employer in East Setauket. Client was retained by this employer in competitive employment earning $78. per week.

WS was a special class student in a local high school. He was referred to us at age sixteen with a Full Scale IQ of 51. He was provided with one semester of part-time vocational evaluation

and two semesters of part-time personal adjustment training program while in school. After graduation, he was still unemployable so we provided him with a thirteen week period of full time personal adjustment training at the Association for Retarded Children. We anticipated that at the end of his personal adjustment training program, he would be retained as a sheltered employee with the Association for Retarded Children in Holbrook. This is an example of a client that we attempted to prepare for competitive employment but because of the seriousness of his mental retardation disability and his lack of progress in a competitive level program, we had to change courses of action so that he would not be a recluse at home and would be able to function in a sheltered environment and lead a useful and productive life. We are also investigating certain medical problems which have developed during the course of the program and are attempting to meet his medical and vocational needs.

These examples show that we follow the client after graduation from his special class program until he is adjusted into suitable competitive employment or sheltered workshop activities. Of course, not all our cases are successful. We run into the frustrations of difficult transportation problems, parental pressures which may be unrealistic, motivational problems, and some small minority of

clients who do not even have the potential for sheltered employment. Fortunately, we can reach and do reach the vast majority of people referred to our agency.

I would like to thank you for this opportunity to broadly describe the services available from our agency and the opportunity to comment on the topic of this Institute."

SESSION IV

The Role of the Voluntary Agency

Dr. Max Dubrow, Director — Association for Help of Retarded Children

"I am Max Dubrow. I am with the Association for Help of Retarded Children of New York City and specifically, I am with the vocational services which operates training centers and workshops. We have a main facility and two branches.

Much of what I am going to say reflects not necessarily my agency's position, but essentially my own. I am committed to voluntaryism as a philosophical concept. I believe there is room in any kind of society regardless of the economic system for groups of individuals to get together who may or may not have special interests and on their own, using their own resources, and with other support they can get from the public to provide services to others. This is essentially to supplement what is made available through tax supported programs. So, I believe there is a necessary and very special role for the voluntary agency.

With respect to the mentally retarded, this role has, more often than not, and maybe a little too often for some peoples' taste, the role of the advocate, spokesman, champion, defender of the faith, lobbyist, pressure group, individual agitator. Helen

Kaplan is a good example of all of these roles combined in one person. In addition, there are historical reasons why they should have developed into this kind of agency and these kinds of roles. However, they found themselves providing and delivering direct services to clients which is something a lot of agencies don't do. American Red Cross, for example, raises a lot of money then contracts with others to provide certain kinds of services. A lot of agencies raise money and then purchase services in the community. AHRC has developed and provided direct services. They pioneered a number of programs which people tend to forget that weren't always around. Mandatory education for the educables, for example, we would like to think was around forever, but it wasn't. Mandatory education for the trainables up to age twenty-one is a relatively recent origin and it's only a year or so that the Commonwealth of Pennsylvania had to come out with some legislation which underlines this kind of development and will probably make it universal for the first time probably in the history of the country.

AHRC has, I think, pioneered in other ways. They developed diagnostic centers by contributing to the cost of some of the hospital programs that were developed. They developed school services for those youngsters who were excluded from the public

schools, recreational programs, day care programs. Of course, vocational and other adult services are very much their own creation and I think, in New York City, we are one of the earliest operators of workshops dating back to 1953. More recently, we are getting involved in setting up hospitals and getting involved in the whole concept of guardianship or individuals who may or may not have parents but for whom there is going to be come kind of continuing legal responsibility which the voluntary agency chooses to accept.

I think it is to the credit of organizations like AHRC and United Cerebral Palsy that their self-interest is based upon the needs of their children. We have in the voluntary agency a kind of accountability that we just don't have in other kinds of service. For example, every member of AHRC and this is a membership corporation, so all you do is pay your dues and become a

member and thereby you become eligible to be president or any other officer. The right of a member to get a piece of the action is sort of built in by virtue of the corporate nature of the charter. So, in a sense, every member of AHRC is my boss and if it just remains on that level it is great, but they operate the other way too and this can make life unpleasant sometimes. But we do have this visibility to the people who nominally support us, they are not the big contributors obviously but we do have accountability in the sense that if I'm not doing what they think I ought to be doing I can be replaced. We have a responsiblity and an accountability which I think is a function of the nature of our organization. Remember, it's their kids that I am serving in my programs. If their kid brings home a story which is, if checked out, turns out to reflect negatively on what's happening, we would get repercussions and they would be very direct repercussions. Again, I am not characterizing this as good or bad, it is nonetheless a fact which I think distinguishes us from what may happen in public agencies.

Probably the most distinguishing characteristic is the built-in continuity of service and concern that most voluntary agencies have. We do not have and I believe this is true of all AHRC around that I know of, any cutoff dates as far as service requirements

are concerned. We don't say that we will serve retarded people up to age twenty-one and that's all. There are specialized agencies which may choose to serve one or another age group. There's Retarded Infant Service in New York City, for example, that works with very young children. There's Kennedy Child Study Center that works with school age children up to a certain age. But AHRC generally tends to serve retarded individuals through their life span. And if you think for a minute what this can entail, I'm not talking about costs now, I'm talking about scope of services, planning, obtaining the necessary and in some cases, scarce professional service that are needed. You can't always get a guy who knows about the geriatric problems of the trainable mentally retarded who's in a community setting rather than in an institutional setting.

What's happening as we become more and more comprehensive in our services is that we need more and more specialized skills and in some cases these are in short supply. But it does provide a promise to the family that someplace in the community there is an organization which cares enough about their problems, and their children to serve them on a 'forever' basis if you will, at the point where the condition is diagnosed right up to the grave. So it is not unusual, therefore, to see AHRC for the last five years getting into the residence and hostel business. I know Nassau has one.

In New York City, we have one and we are likely to be setting up additional ones. This, of course, supplements the voluntary agencies efforts to get the conditions within the State Schools improved and to reduce overcrowding. Here, we have some Department of Mental Hygiene support, not as much as we would like but we sort of ride the crest of the wave. Right now, it's to get people out of the large institutions back into the community which is great.

Now what do you do with the people back into the community? They need places to sleep...okay, hostels. They need some activity...workshops, training centers, competitive employment and so on. So, we find ourselves in a post-school, post-program phase of really planning for life adjustment, life activities on a community basis because of our concern and because of the provision and delivery of direct services we find ourselves involved in very long range planning. Now, among the plans we have is the taking over of a program that we think ought to be operated by public facilities and possible workshops at least for individuals up to age twenty-one, might be one of them. My own feeling is mixed on this, so I wish some of you would react.

In other cases, we are getting involved in things such as sex education, family planning where it's appropriate. We are going

to have to be concerned about the problems of aging of the retarded whether they are in institutions or not. And of course, we work very closely with families.

One of the things that I was very impressed with in two of the sessions I sat in on, was the reaching out on the part of both OVR and BOCES to involve families rather directly, not just to tell them what has already been decided and expecting that they will either acquiesce or ignore the directive. I think that this is good and is an indication of probable success if you are looking to expand programs and services. There was some mention on how we operate on a community basis with respect to training and sheltered employment services of the trainable youngster. I don't know much about BOCES, but I do know a great deal about training centers and sheltered workshops for the retarded. What happens is that when the youngster leaves school, at whatever age this occurs and this could happen on a voluntary basis any time after sixteen in New York State, as you know, typically it happens around seventeen or eighteen, when he is eased out of junior high school, and if there is no room for him in one of our occupational training centers and you will hear Bernie Warshavsky talk about this, he very often has no place to go, even though the law says mandatory educational services to

twenty-one. But if there is no facility, there is no facility. And if there is no other alternative to the family, even under the Greenberg Law under 4407, assuming that the child can attend private school, there aren't too many who are looking to service the seventeen or eighteen year old trainable retarded, but he can come to us at that age.

It is extremely unlikely that the trainable youngster coming out of New York City or whatever program, is going to wind up in competitive employment without some sort of special intervention. It is also extremely unlikely that even with special intervention, he is likely to wind up in competitive employment. What is more likely, however, is that if he is going to work at all, it will probably be in some kind of sheltered, quasi-sheltered, semi-sheltered setting such as a protective job setting. For example, it could be in a family owned and operated business, in any sort of created job with very benign supervision with reduced demands or expectations and special protective features built in, or a sheltered workshop which traditionally, historically and professionally runs that kind of program where the program is geared more to the individual's capacities rather than to the profit orientation that you find elsewhere. There are also programs which are geared to other kinds of trainable youngsters' needs which are not met by

a training center or a workshop. There are any number of trainable youngsters who, despite our best efforts and theirs, just won't make it in a sheltered workshop.

This morning I saw in one of the workshops some slides where you start at age seven, if there is a focus on productivity and if the program is task oriented, it seems to me, you want to build up over a period of time with sufficient practice, the individual is going to be productive on a sustained basis. Well, this is not for everybody. There are some individuals who need a variety of activities, spaced either regularly or irregularly and if it is going to have a part in that daily regimen at all, ought to be a relatively small part. I'm talking about an out of school age twenty-one population and I'm sure many of these individuals can be spotted and recognized while they're in school, so I think work is not for everybody and I think we ought to recoghize this. Not only is work not for everybody but I think we are beginning to question whether the work ethic which we all operate, despite what our President just said recently, is as appropriate a national goal today as it might have been fifty, one hundred, two hundred years ago. We are now recognizing because of our involvement with people with different kinds of disabilities that maybe a way of coping

for them does not revolve around work as a full time activity. Maybe some people can manage marginally at best, perhaps if they spend let's say a couple of months in the community and have to go back to the hospital, maybe work a very short time and then do something else, whatever it might be. So, we do not now tend to see work as a cure all and the be all that we did some time ago and I think we are seeing this with drug addicts and alcoholics. So as we work with different kinds of disabling conditions, we are beginning to question our old values around work as this great curative force which is sort of removed from economic return at this moment. We are not talking about work as the power to acquire wages in order to buy goods and services. We are talking now about the way it purifies the soul, strengthens the spirit, contributes to the gross national product, this kind of thing.

I have a lot of questions whether it is appropriate for a seven year old even if it's only twenty minutes a day to go through some work oriented program. It seems that a seven year old ought to play. He ought to learn if he's in a school situation and if you have to give him some task orientation, why not give him some wind up toys that he can play with and he can get some muscle development that way. It's what they discovered about CP years ago. I wonder whether

a seven or eight or nine or ten year old trainable youngster gets a pay check or cash at the end of the day or week, has as much meaning to him as something which has more immediate gratifying effect. And it might be a symbolic one, it might be a pat on the head or a well done kind of thing. It might be an extra play period or a chance at a piece of equipment or recreational item that he otherwise might not get to. You are liable to expect retarded youngsters and we are talking about the trainable population, to do things that we really don't expect the normal youngsters to do or those in the educable class. One justification is that since it takes longer for them to start and longer to learn, we have to start much earlier. But how about the chronological age? Is it appropriate to their chronological age? It begs the question, what are long range and what are the short range and what are the immediate objectives of this kind of a program? In practice, we find those of us who operate programs that regardless of the age at which we get the young adult, whether it be seventeen or eighteen or twenty-one, we can teach him to do just about anything. So the challenge is not to get him to learn to do particular tasks. What then should you be doing or might you be doing with your time when

you have the youngster and remember this is a captive population? I don't think you should have workshops at age seven. I think there are other kinds of things where one can engage the interest and attention of the youngsters which will produce desired results and you will have to define them.

I think I know what I would like to see, but I think you as educators have to decide what it is you're trying to accomplish with these kids. The voluntary agency and the public agency have to be a very close working partnership arrangement and in practice this is what happens. We have our differences and we air them frequently and sometimes loudly. But we have to pick up where you leave off. You have an out, you know, age twenty-one. We would like to see the ideal preparation occur before the individual comes to our attention and our tender administrations. We don't find as a lack at all, the fact that he's all thumbs or that he is awkward. This is not a problem and we can overcome it relatively easy. What do we find as problems? We find a lack of self-direction very frequently. Much of what I am saying is also a function obviously of the kind of child rearing and home care and parental attitudes that take place.

There is a low tolerance to negative criticism and a reluctance

to try anything new which might result in failure. They are not risk takers. Let's play it safe. Let me do what I know how to do. We get individuals who, they look much more fragile than they actually are, come across as so highly vulnerable, where in fact, they are not. I think then the tendency is to reduce one's demands and expectations of them because of the way they present themselves and this has to do with a whole host of behaviors, many of which are just not appropriate to the chronological age.

Now, what we do in our practice in community settings is to focus on the chronological age. So, if we get a twenty-one year old, we say to him by word and deed that this is how a twenty-one year old, a grownup, is expected to behave. As staff people, as professional people, in whatever kinds of work we engage in, we are role models whether we like it or not and whether we realize it or not. So, in a sense, we are presenting ourselves as so-called normal population as models for the retarded adults. And they do look at us and try to emulate us and it behooves us to behave in ways in which are appropriate to our chronological age and also to the roles we have to discharge. We find, with new people especially, the tendency to infantilize is so overwhelming that we have to have special inservice training programs to prevent people from getting sucked

into what is a very humane and natural kind of stance. Here is someone who looks helpless, who is obviously handicapped, and the attempt is to run interference for him in every way possible when in fact he doesn't need it. And in fact, you are impeding rather than promoting growth and development.

To sum it up, what we find lacking in the product of the school when the trainable youngster comes to us, is a more appropriate behavior or pattern of behavior related to chronological age. We find twenty-one year old individuals behaving like fourteen year olds. Now this is not and I'm not making this up, what happens after a short stay with us. We will in fact get them to behave like twenty-two when they get to be twenty-two years old rather than fifteen year olds. So the lag is not a developmental lag, I think it is an educational or teaching lag.

I think that if the trainable had much more self-directed activity in the school, these youngsters would respond accordingly. If there was more work done with parents to the extent that we do, I think you would get more change within the family as well."

SESSION V

Realistic Training for TMR Youths In Sheltered Workshops

Bernard Warshavsky, Assistant Director
Bureau for Children with Retarded Mental Development

"I'd like to give you a brief overview of the development of occupational training of the TMR in the City of New York via our organization that we call the Occupational Training Center which is an outgrowth of the philosophy of occupational education as had been developed in the city in the forties which dealt with five phases namely:

1. Occupational information in which the information about the world of work, its conditions, its realities, was to be imparted to the students.
2. Vocational training, the actual skills training, at the time which had relation to specific areas of employment.
3. Vocational guidance, helping the individual measure himself against the requirements of the job.
4. Job placement itself.
5. Social placement which was helping the individual adjust on the job as long as he required this type of adjustment.

The teacher is responsible for the first three phases and the overall administrative agency is responsible for the final two phases. At the time, terminal education for the mentally retarded in the City of New York was completed at a junior high school level. Phased into the framework of this philosophy was the idea of an occupational high school for mentally retarded individuals upon completion of the junior high school program. Unfortunately, the term high school was unacceptable to the Board of Education simply because the mentally retarded did not fit into the concept of the requirements of a high school program as far as the general scheme of education is concerned. Therefore, the concept was completely eliminated and turned down by the Board of Education. Instead, it became the concept of an occupational training center. But prior to the organization of an occupational training center, the Board of Education did agree that they would select mentally retarded students and would agree to the organization of special classes in the high school for the bulk of the retarded population.

The requirements in those days was a minimum reading and math ability of third grade or beyond, no behavior problems, no truancies, social maturity on a high school level since they would be interacting with their peers. The classes would be taught by special

class teachers in the academic areas and they would be departmentalized in the high school program in the areas which they could handle. Generally speaking, these were shop experience, the music programs, and such activities which did not require advanced academic skills. As a result, I am sure the cream of the crop which was educable mentally retarded youngsters only, were acceptable in the high school classes and the entering age was fifteen and a half to sixteen and a half. This in effect excluded most of the remainder of the TMR. So, at the time, we had basically the educable mentally retarded population and the trainable when the prospect of an occupational training center came into being in 1961. We admitted the educables only and within two years of this organization, we admitted the first class of TMR children.

The requirements for attending was a minimum age of seventeen since the conception was designed for a seventeen to twenty-one year old population. Of course, this is a youngster who is ineligible for a high school special class and no real emotional behavior problem. The trainables, at this time, were not in the same building as the educables. The basic requirements for admission was the ability to travel independently which I understand may present a problem in the suburbs. But since mass transportation was available

in the city, the feeling was that the program was designed for social, occupational adjustment. So it would be incumbent upon the individual to be made to travel by himself, simply because he couldn't get to a place of employment otherwise. Provided are two general areas of training, one of which is the special adjustment which you have all heard about which runs through the entire educational training in conceptualities. It doesn't matter where the youngster begins. I think the sooner it happens in the earlier levels, the better it is when he gets to the occupational training center. Now the organization is set up to provide occupational skill training not necessarily vocational training. There is a difference in concept today. Occupational training deals with developing good work habits, good work attitudes, good work skills, but not necessarily that of a specific trade.

The concept of occupational area training becomes very important in terms of developing work skills and attitudes. Other studies on work training have indicated that a worker whether he is retarded or normal, working in generally unskilled work, can learn the work operation within a short period. We have learned that the reason mentally retarded individuals leave their job is not because they don't know how to do the work, but because he can't get there on time; he is hired for a certain amount of

money and gets less money in his pay check; or he doesn't know how to follow directions.

So, we took an old abandoned building and we said that we would try to get away from the school concept and run the school as a factory and as an industry. We instituted a coffee break for example, to give them a familiarity with work situations. We call the youngsters employees. We don't call them students or pupils. They are responsible to a foreman. We don't call a teacher a teacher, but a foreman of the shop. Most of the work oriented areas were concentrated on shop. One shop is the publication shop which is responsible for all duplicating work, collating, etc. Another shop is basically for TMR students which was called a general industrial shop in which the operation consisted of assembly, assorting, padding, etc. As well as the coffee break, we have a lunch hour set up. In the population, which we consider unemployable, we incorporated a training adjustment program so that the youngster can learn some occupational skills that he can carry on in the home situation rather than competitive.

We determined, at the time, that there are three basic types in our population. The first group, mainly educables, can maintain

themselves in competitive industry. The second group, mainly lower educables and trainables with training, can maintain themselves in a sheltered workshop. And the third group, mainly trainable but some educables, we considered non-employable. Nowadays, all children, regardless of educability or trainability, are programmed for every shop. This is another facet of the occupational training center that each trainee would have at least two shop experiences every year. If they entered at age seventeen, by the time they reach twenty-one, they would have at least eight shop experiences.

If we determine after an evaluation that a particular trainee is most proficient and happy in one particular shop area, he will concentrate in that area during his last two years. With an agreement with the AHRC sheltered workshop, today's youngster at nineteen years old who is considered unemployable but had a prognosis for employability at age twenty-one, accepts the child on a two day basis and returns to the OT Center for the other three days for back up instruction.

We also have on our staff, a guidance counselor who is responsible for intensive intake interview and a job developer officer with responsibility to find work. Added to the work force is a volunteer work program in the hospitals which is working out quite successfully. It not only becomes a work

experience but a motivational success because the youngsters really enjoy it and the youngsters are performing very well.

We also find with a TMR youngster that he's given a work operation and if he is unsupervised, he will sit. He doesn't have the initiative and he hasn't been taught that you go to the foreman, the supervisor, or whoever and say that he is finished, what do I do now? So, I find that communication skills is the greatest lack in an educational program for the TMR is in this particular area. He has not been forced to communicate.

In terms of developing the non-manual phase of a TMR youngster's training, communication skills are the most important and the most deficient area that a seventeen to twenty-one year old TMR youngster exhibits despite ten years of schooling. This is the one he cannot get along without. He can get along without math skills, but he cannot get along without communications skills, not that I would dismiss math skills.

The one other thing I would say in terms of the occupational area training is it is most important to alternate the activities for the trainees. They have to move from one area of training to another area of training so they have an idea, not necessarily making up their minds. I'm not suggesting that they make their vocational choice or occupational choice but they should have experience with as many areas as they can get within the program of the particular training center until such time as the center and the students evaluate themselves, and find out that this is what they are best suited to do. Under these circumstances, I think you have a greater degree of stimulation and motivation toward a work training experience."

SESSION VI

Chronology of Events Leading Up to Workshops

Reginald Feltham, Director of Special Instructional Services — BOCES II - Suffolk County

Slide Presentation*

"Our aim is to show a contrasting technique in preparing the trainable for the sheltered workshop. We start with the six year old youngster and work on perception, fine and gross motor coordination, communication, self-help skills, and behavior. We have a gradual transition into actual work activities.

We hope to have the child develop as many skills and behavioral aspects as possible so that he is as 'rounded' as possible. It is my feeling that we do not have to start at age six working on specific work tasks, especially since neuro-muscular development is far from being complete.

The overall philosophy of our Trainable Mentally Retarded

Program is to prepare our students to function on as high a level as possible within the community. In the past, before our students could be employed in productive work activities, our goal was preparation for maximum functioning at home.

Today, however, there are employers who will hire TMR people and some of our students are, in fact, gainfully employed within the community. Sheltered workshops also exist where severely mentally retarded individuals are employed as productive members of our society. In sheltered workshops, these people are paid for the work they perform within a carefully regulated environment.

When these employment opportunities open up to our students (or graduates), we found that a concentration upon home functioning alone, within the school curriculum, left our students at a level where they were too old for a school program and not skilled enough to successfully participate in a work situation. With this problem in mind, we set out to establish a work activity center (WAC), where the students could learn the many work skills necessary for employment after graduation. To accomplish this goal, we felt that a situation which was as close to 'real life' as possible would be necessary. To develop workshop skills, the students must be exposed to a situation where these skills are demanded, that is, one is paid for what he produces, etc.

Our WAC is a learning situation in which the student must function as an employee. The acquisition of work skills is carefully supervised by the classroom teacher and the WAC coordinator. This is a slow process, in that the students begin to work in the WAC area at about age sixteen on a part-time basis.

Before this, the students work at prevocational activities geared to build motor skills, attitudes, attention span, etc. The time that each student spends in the WAC is gradually increased so that by the time a student is twenty-one years of age, he spends about four hours per day working at a real work activity.

The activities which the students are involved with are generally those that might be found in a sheltered workshop in the community. We work with private industry and procure contracts for assembly, packaging, etc., of a number of these items and each student is paid for the work he does. We find that our program has been successful. Many of our graduates are employed either in a sheltered workshop or in private business. With the continuing growth of our program, we expect our successes to grow also."

SESSION VII

Advantages of the Sheltered Workshop In a Local School Facility

Sam Wachtel, Work Study Coordinator Life Work Development Center

Closed Circuit TV Presentation*

"The most important contribution a workshop program can make is to train the student for future functioning in a sheltered workshop or for placement in the industrial community. The purpose of this training should be to meet the individual needs of the students involved. One student can be trained to function in a sheltered workshop atmosphere and another student trained to hopefully be employed in the industrial community. The most important aspect of a workshop program is to help the student function at the most effective and productive level. Thus, training in a large sense includes acquiring vocational and manual skills as well as personal or social skills. The activities in a workshop program must be varied enough to include all the various levels of ability of the students. These

should be the goals of any sheltered workshop.

We, at the BOCES III Life Work Development Center, believe we have accomplished these goals and have offered our students numerous other advantages. The first of many advantages is that the program offers our students good training in manual dexterity and eye-hand coordination. The children, whose age is fifteen years, must have this ability if they are going to achieve success in a sheltered workshop. Many children have had difficulty in placing simple hooks onto a metal rod because they experienced eye-hand coordination difficulties.

The second advantage of the workshop is in increasing the children's work speed. No employer wants a worker who cannot produce. As a result, we are trying to lengthen the trainable child's attention span and also improve his adaptability to new jobs and situations. A child will work well in one task, but when he is switched to another task, he will revert back to all his bad habits and find it very difficult to adjust to a new job.

Probably, the most crucial advantage to our workshop program is attempting to eliminate the behavioral problems of our trainable children. Trainable children have many behavioral problems that must be eliminated before their entrance into the industrial

community as a worker, or before their entrance into an AHRC workshop. Most children who don't benefit from a workshop program in a local school facility bring their behavioral problems with them to the AHRC workshop. We, at the Life Work Development Center Workshop, are trying to teach our TMR's good behavioral traits. These include learning to accept constructive criticism, improving their overall work attitude, proper manners and grooming, and acceptable social adjustment.

So many of the trainable mentally retarded have been sitting around coloring for years, they are disinterested in working. Another problem faced is short attention span. When a visitor comes into the room, they are easily distracted and will come over to personally greet the visitor. While working at a job, they will just sit or stand around in a daze if they think they are finished, neglecting to tell the foreman that they have completed the task or that they are out of materials. Instilling good behavioral habits and eliminating poor habits is the primary focus of our workshop program.

Another major advantage of a sheltered workshop in a local school facility is to begin preparing children at the average age of seventeen and who have been successful in the workshop, for employment in the outside world. We have accomplished this goal

by forming a special self-contained class. The students are given special additional attention in solving behavioral problems and improving their work philosophy. In addition to this training, our children are given further vocational training. Each class runs for the duration of the school day, and it takes weeks before our retarded children are ready for outside employment. This work study program is still in its experimental stages, but is already a great success.

Greater job diversification in subcontracts can be achieved in a local workshop because quality and learning experiences can be of greater concern than quantity. The coordinators of the work study program spend many hours looking for proper jobs for the retarded students, and we accept only those contracts that can develop into a solid learning experience for the children. We have subcontracts for every level of ability. Each job is very beneficial to our trainable mentally retarded youth.

In our workshop, regular schooling is interrelated with vocational training. Our older section is completely departmentalized with the children attending classes that are geared towards teaching them simple work skills.

The workshop and work study programs are the end result of

the Life Work Development Center. We think that the programs are the essence of what a good program for trainable mentally retarded children should consist of. With proper supervision and proper leadership, we can establish a very productive workshop program and work study program for the trainable mentally retarded population at the Life Work Development Center."

CONFERENCE SUMMARY

In all too many cases, summaries of a conference succinctly outline a myriad of conclusions and a prescription to be followed for successfully dealing with the problems to which the conference addressed itself. While direct suggestions for the improvement of present facilities were given along with methods of overcoming stumbling blocks, the participants were in general agreement that there was no one correct way we should be proceeding. The tremendous work which must be completed in bringing about inter-agency cooperation was viewed as well within our abilities, provided we open all the lines of communication.

The fine presentations made by the conference speakers and consultants was ideally augmented by the open dialogue amongst the participants. The give and take atmosphere of the conference brought about greater understanding concerning roles played and philosophic attitudes. The feeling that we could be doing more permeated the sessions.

A great deal of enthusiasm was generated as a result of the descriptions given of the many programs along with the techniques employed in their operation. Everyone present realized that they were not alone, their frustrations not unique, and others were

working along with them for possible solutions.

Workshops may utilize various approaches and be equally successful. What is important is that there be a place for every retarded individual who can benefit. A spot which is accessible to him wherever he might live.

Our goal of bringing about public awareness and understanding is closely connected with our measurements of success.

Finally, we felt there must be a shift in that which government has given positions of priority. We agreed to work immediately toward the influencing of those people in the decision making offices. More funds, making total commitment possible, are essential.

We readily accept the responsibility for what we have been unable to accomplish with a keen desire to initiate immediate change through an untiring determination to get more people involved.

Fred O. Gehm

EVALUATION

Reaction I

Rate the sessions as a learning experience for you:

__18__ Excellent __14__ Good __1__ Fair _____ Nothing New

Reaction II

Rate the effectiveness of the group sessions:

__32__ Good __1__ Fair _____ Ineffective

Reaction III

Evaluate the entire Institute:

Content: __33__ Good _____ Fair _____ Poor

Practicality: __33__ Yes _____ No

Reaction IV

Identify the most helpful aspects of the Institute:

The information received from other fields was most helpful.

The Institute created new approaches for the trainable child.

Participation and comments by everyone was particularly stimulating and informative.

Expertise of workshop directors was realistic and well prepared.

Reaction V

Comments:

Excellent organization and wise choice of speakers.

Motivation to do more on-site visits.

Need more conferences.

Thank you!